

# Sunrise

# 12

Student's Book for 12<sup>th</sup> Grade English Teachers

**Prepared by: Waleed R. Mustafa**

Prepared by: Waleed R. Mustafa

**Why not contact my cousin?**

giving instructions • making suggestions

**A LISTEN, DO AND SPEAK**

Track 2

Azad Qadir is at the American University in Silemani, and he is going to a world youth conference in New York. However, he has not been abroad before, and he wants to talk about the trip with his English teacher, Kate Reilly.

**B FUNCTIONS**

## Giving instructions

*First, you have to check in your luggage.*

*Then you need to show your passport.*

*After that, you go to the Departure Lounge.*

## **Making suggestions**

What about going over to Central Park?

Why not contact my New York cousin?

Let's talk again later.

I suggest you call and arrange a time.

### **2 Work with a partner and make suggestions.**

You both want to do something together this coming weekend:

What about (playing computer games)?

Let's (go to the basketball match).

I suggest we (do some work on our project).

### **Give answers like these:**

Agree: Good. / Great. / Fantastic idea!

Disagree: I'm not sure. / Maybe not. / No, I don't think so.

- New York's skyscrapers shine \_\_\_\_\_ in the day time.  
A. bright                      B. brightly                      C. brightness
- There are five districts in New York. True or false
- The city has more than eight million \_\_\_\_\_. A. cars                      B. people                      C. buildings
- Four centuries ago, Manhattan – just 13 miles long and less than two miles wide.  
A synonym for the word 'ago' is \_\_\_\_\_. A. late                      B. early                      C. before
- In the ancient times New York was home native Americans.
- An antonym for the word 'ancient' is \_\_\_\_\_. A. old                      B. tiny                      C. modern
- in 1625, some Dutch people \_\_\_\_\_ and founded New Amsterdam. Choose the word that fits.  
A. arrive                      B. arrival                      C. arrived
- United States of America got independence from the British rule in 1776.  
The word independence act as a A. adjective                      B. pronoun                      C. noun in the sentence

# NEW YORK

- The British took over in 1664 and renamed the village New York. True or false
- By \_\_\_ New York was the main center of trade in the USA. A. 1930 B. 1830 C. 1820
- America got its independence from the British rule in the year 1776.
- New York has experienced bad times as well as good. For example, crime levels in the 1970s were extremely \_\_\_\_\_. A. low B. slow C. high
- The Empire State Building. With a height of 1,470 feet. it became the tallest building in the world when it opened in 1931.
- The Statue of Liberty is one of the most famous things in \_\_\_\_\_.

They wanted a better life.

## Comparative and Superlative Adjectives

- Comparative Adjectives (تر er) (more تر)

Comparison between two things

One Syllable (تیک برگه)

Two Syllables (دو برگه)

**One Syllable:** tall taller short shorter high higher

For example:

Ahmad is taller than Muhammad.

You are shorter than me.

Marwan is Younger than Waleed.

Shiwan is smarter than Ali.

**One Syllable Adjectives:** small great quick nice fast young old cheap

When you have the letter 'y' at the end of the adjective.

For example: happy dry heavy

heavy heavier dry drier happy happier

You are always happier than me.

BMW is heavier than Mercedes.

# Comparative and Superlative Adjectives

One Syllable (نیک برگه)



(er تر)

Two



more (تر)

- **Comparative Adjectives** هاو دناوین بهراورد

Comparison between two things

Syllables (دوو برگه)

**More than one Syllable:** famous      **more** famous      beautiful      **more** beautiful

For example:

This car is **more** beautiful than that car.

Ronaldo is **more** famous than Messi.

**More than one syllable :** expensive      difficult      generous      important      delicious

1- Question 1 was **more** difficult than question 2.

2- My house is **more** expensive than your house.

3- Marwan is more **generous** than Majid.

4- Tirshik is more **delicious** than Dolma.

# Superlative Adjectives

- Superlative Adjectives هاولناوین بهراورد  
To choose one thing among many things

(ترین est)

(ترین most)

↓  
one syllable

↓  
More than one syllable

**One syllable:** young young**est**

old old**est**

**For example:**

I am the young**est** member in my family.

He is the old**est** brother.

**One syllable adjectives:** clever smart old small big great fast quick

When you have the letter 'y' at the end of the adjective

heavy heav**iest** dry dri**est**

For example: happy happ**iest** dry dri**est**

**More than one syllable:** expensive difficult famous dangerous exciting

She bought the **most** expensive car in the world. Younis is the most famous player in Iraq.

Mousil is the **most** dangerous place in the middle east.

Battlefield 3 is the **most** exciting game in PS3.

That was the **most** difficult question I have ever answered.



# Superlative Adjectives

## Irregular comparatives

good

better

best

bad

worse

worst

much

more

most

many

more

most

far

farther

farthest

little

less

least

## Past simple and perfect tenses

*Four centuries ago, Manhattan was home to native Americans.*

*In 1625, some Dutch people arrived.*

*You have now travelled many miles across New York.*

*The city has experienced bad times as well as good.*

*It has remained an attraction ever since (1931).*

*You have been crossing Brooklyn ever since the airport.*

*Before 1800, most immigration had been from Britain.*

1

LESSONS  
5&6

TO NEW YORK

Finding out about people

Page:8 & 9

A

LISTEN



Track 4

Azad has read his conference notes and also checked his presentation *Building the New Kurdistan*. Before he goes to Central Park, he calls Ms Reilly's cousin, Stella.

## 1 GRAMMAR AND FUNCTIONS

### Lesson 1: giving instructions

**For completing a landing card**

*First, you have to fill in your name.*

*Then you need to write your flight details.*

*After that, you add your address in the country.*

### Lesson 2 : making suggestions

*What about going to Jordan?*

*Why not visit Aqaba in the south?*

*Let's find out about flights.*

*I suggest you check prices on the internet.*

### Lesson 3: comparative and superlative forms

China has **the largest** and **(the) most successful** economy in Asia.

The Chinese now have a **better** life **than** their parents did.

The economy first grew **slowly**, and then it began growing **faster**.

### Lesson 4: past simple and past perfect tenses

**Five centuries ago**, America **was** home to five million native Americans.

**In 1492**, Columbus first **sailed** across the Atlantic.

The population **has increased** to about 300 million.

NY **has remained** America's biggest city **since** the 1830s.

Asian immigrant numbers **have been increasing** steadily.

**Until** Europeans started arriving, America's population **had remained** small.

**Don't you have to revise?**

talking about time • negative questions

**A**

READ, LISTEN AND SPEAK



Track 6 Page: 12

**B**

GRAMMAR

## Prepositions of time

*The deadline is **at** one o'clock **on** Friday the 30th.*

*It's **from** 9.40 **to** 11.00 in the morning.*

*We're carrying out our plan **during** Week 2. We're going to produce our outline **by** Friday.*

**D**

LISTEN AND READ

Track 7 Page: 13



**Complete the sentences with the words in the box.**

at by during for from ... to in on till until

1 In Britain, the school day usually goes on \_\_\_\_\_ 9.00 \_\_\_\_\_  
3.30.

2 At most schools in Britain there are seven lessons \_\_\_\_\_ the school day and  
each lesson goes on \_\_\_\_\_ 40 or 45 minutes.

3 There is usually a morning break \_\_\_\_\_ about 11.00 \_\_\_\_\_ the  
morning.

4 The British school week starts \_\_\_\_\_ Monday and lasts \_\_\_\_\_  
Friday.

5 The school year in Britain begins in September and continues \_\_\_\_\_ July  
the next year.

6 \_\_\_\_\_ that time, everyone is always ready for a good, long summer holiday!

## Negative questions

*Aren't you a bit too relaxed ?*

*Didn't you fail our last tests ?*

*Don't you have to revise, too? Can't you leave me alone ?*

*Aren't you coming?*

*Doesn't he understand?*

*Didn't you see Ann yesterday?*

## GETTING ORGANIZED

2

LESSONS  
3&4

What will you be doing in a year from now?

**future continuous • *too ... + verb, (not) enough + verb***

## A READ

Education expert Dr Sally Dale has been talking to Steve, Layla and other senior students about self-organization. She also gives them this leaflet. **Page: 14**

# Future continuous

*What will you be doing this time next year?*

*Will you be taking notes in a college lecture?*

*You will be organizing yourself efficiently.*

**2 Find another example in the text.**

## **C** SPEAK

**Work with a partner. Discuss what you will be doing in the future.**

*This is time next year, I think I'll be ...*

*What about you?*

*In (five) years from now, I hope ...*



*too* + adjective + infinitive; (*not*) + adjective + *enough* +  
infinitive

*You are **too hungry** to study.*

*He was **too sad** to speak.*

*She was **too young** to drive.*

***too + much/many + noun + infinitive;***

***(not) enough + noun + infinitive***

*There's always **too much work** to do now.*

*There's **never enough time** to relax!*

*There is **enough money** to spend.*

# 2

LESSONS  
5 & 6

## GETTING ORGANIZED

Organizing a meeting; organizing ourselves

A

READ, LISTEN AND SPEAK



Track 8

Page: 16

C SPEAKING Page: 17

## D READING AND SPEAKING

1 Read the conversation between Layla and Steve on page 13 again. Then read about Dr Dale's ideas again, and note things that Layla and Steve are doing wrongly.

**2 Take Dr Dale's part and say what you think about Layla and Steve and their actions. Use these ways of putting forward your ideas.**

I (really) think that		should ...
I also feel that		should not...
It seems to me that	Layla	ought to ...
It also seems to me that	Steve	ought not to ...
In my opinion,		must ...
In my opinion, too,		must not ...

**Read page 17**

# 1 GRAMMAR AND FUNCTIONS

## Lesson 1: prepositions of time

The meeting is **at** 2.30 **on** Monday the 3rd.

It's **from** 2.15 **to** 3.45 in the afternoon.

We're going to write our report **during** May.

We're planning to send it to everyone **by** Thursday the 31st.

## Lesson 2: negative questions

*Aren't you going a bit too fast?*

*But didn't you fail your driving test?*

*But don't you have to try to do better?*

*Why can't you stop asking questions?*

### Lesson 3: future continuous

**What will you be doing** this time next month?

**Will you be travelling** to America?

**You will be watching** a film on the plane.

### Lesson 4: *too* and *(not) ... enough*

too+ adjective + infinitive; (not) + adjective + enough+ infinitive

He's **too young to go** to college.

He's not **old enough to be** a college student.

too+ much/many+ noun + infinitive; (not) + enough+ noun + infinitive

**Comparing time and amount of revision to do:**

I've got **too much revision to do**.

There aren't **enough hours in the day to revise** everything!

*People may have lived here.*

- **Stonehenge** is an ancient stone circle roughly **4,500 years** old that stands 80 miles west of **London** in **southern England**.
- **Stonehenge** was constructed by a **long-forgotten people**.
- Stonehenge blocks are placed in an inner group and an outer group, that is **circular in shape**, with a **diameter of 30 meters**.
- **The Great Pyramid of Khufu** is the **oldest and largest** of the Pyramids, which stand near **Egypt's** capital, **Cairo**.
- It was built approximately **4,600 years** ago by Khufu, one of the **great Pharaohs**.
- **The Great Pyramid of Khufu** is still known around the world as one of the **Seven Wonders** of the Ancient World.

3

1&2

SAVING THE PAST FOR THE FUTURE

*People may have lived here.*

active and passive • expressing certainty and possibility

A

READ, DO AND SPEAK

page: 20

Active and passive; *by* + agent

	Subject	Verb	Object
Active:	<i>Britain</i>	<i>invented</i>	<i>football.</i>

Passive::	<i>Football</i> Subject	<i>was invented</i> Verb	<i>In Britain.</i>
-----------	-------------------------	--------------------------	--------------------

Shakespeare **wrote** Romeo and Juliet. Romeo and Juliet **was written** by Shakespeare.

D LISTEN AND READ **Track 10**

page: 21

**Expressing certainty (be / main verb)**

*The castle **must be** ancient!*

*He **must have been** busy.*

*You **must be getting** hungry.*

*A rich merchant **must have buried** it.*

**Expressing possibility ( be / main verb)**

*This circular thing **could be** a gold ring.*

**F SPEAK**

Imagine the day of the attack. Say what might / may / could / must / can't have happened.

**G THINK ABOUT IT**

Should Tara and Emma:

- a) keep the treasure and take half each?
- b) keep the jewelry and take the coins to the national museum?
- c) give everything to the national museum?
- d) sell everything to a shop for tourists?



## Present continuous passive

Object + am/is/are + being + p.p + the agent

I am driving the car.      The car is being driven by me.

He is writing a letter.      A letter is being written by him.

She is making tea.      Tea is being made by her.

### Passive with *going to*

*They are going to provide food.      Food **is going to be provided.***

*The doctor is going to help the patient.      The patient is going to be helped.*

*They are taking the lecture.      The lecture is going to be taken.*

***It is said / thought / believed that ...***

***People say that humans have lived here for 8,000 years.***



***It is said that humans have lived here for 8,000 years.***

### DID YOU KNOW?

UNESCO was formed in 1946, soon after the United Nations was set up in 1945. Its aim is to build friendly relations between countries through educational, cultural and scientific projects around the world. Over the years, this organization's money and expert support have helped to create many new educational opportunities and also to protect some of the most important cultural wonders of the world.

saving the past for the future  
***Making a presentation***

**A****LISTEN AND SPEAK**

**Track 11**    **Page: 23 & 24**

1 Listen to Part 1. Explain what must have happened since the day of the picnic.  
Explain the situation now.

2 You are helping to prepare the exhibition. Listen to Part 2 and say how you  
should complete the notes.

Choose words from the following.

**gold, coins, jewelry, perfume, bottle, precious stones**

## Language Focus

### 1 GRAMMAR AND FUNCTIONS

#### Lesson 1: active and passive; *by* + agent

Subject	Verb	Object
Active: <u>Early humans</u>	<u>invented</u>	<u>the first tools.</u>
Passive: <u>The first tools</u>	<u>were invented</u>	<u>by early humans.</u>
Subject	Verb	<i>by</i> + agent

#### Lesson 2: expressing certainty and possibility – present and past

##### Expressing certainty (*be* / main verb)

*This **must be** an ancient stone tool.*

*There **must have been** early humans in this area.*

*We **must be standing** on an ancient site.*

*Early humans **must have lived** here long ago.*

## Expressing possibility (*be* / main verb)

*This ancient tool **could be** a knife.*

*There **could have been** people here 70,000 years ago.*

*Other ancient remains **may be lying** all around us.*

*People **may have lived** here for thousands of years.*

### Lesson 3: present continuous passive; passive with *going to*

#### Present continuous passive

*Work **is being done** to save the Citadel.*

*Several projects **are being prepared**.*

#### Passive with *going to*

*This building **is going to be repaired**.*

*Restaurants **are going to be opened**.*

### Lesson 4: *It is said / thought / believed that ...*

***People say that** early humans lived here.*

***It is said that** early humans lived here.*

across   Chinese   commission   consider   continuously  
discussion   easily   museum revision   sure   treasure   unusual

structure /'strʌktʃə(r)/

result /rɪ'zʌlt/

measure /'meʒə(r)/

dimension /daɪ'menʃ(ə)n/

across /ə'krɒs/

# 4

LESSONS  
1 & 2

REVISION

*It couldn't have gone better!*

**A** READ

page: 28-31

*When that happens, the rain will stop.*

ways of comparing quantities • conjunction + present + future

A LISTEN AND DO



Track 13

Page: 32

B GRAMMAR p32

## Ways of comparing quantities

*The total area of land is only **twenty-five** per cent of the global surface area.*

*The area of land is approximately **a third of** the area of the sea.*

*Farmland is exactly **half** the area of grassland.*

*The amount of ice is over **three times** the amount **of** groundwater.*

D LISTEN AND READ Track 14

Page: 33



**Conjunction + present + future** We use other conjunctions similarly to *if/when* + present + future clauses.

*If he calls me , I will help him.*

*After the water turns salty, farming will disappear.*

*When I told him the story, he cried bitterly.*

### ***Some Other Conjunctions***

*The students arrived early **because** they wanted to present their projects.*

***As soon as** we get home, we **will eat** dinner.*

*They came to the house, **but** they didn't eat dinner.*

2 Answer the questions about the rest of your day. Re-use the conjunctions.

**F THINK ABOUT IT**

*We should have learned from that.*

forms of conditional statements

A READ Page: 34

GRAMMAR p 38

## Forms of conditional statements:

## First Conditional Sentence

## IF + PRESENT SIMPLE, FUTURE

If we **ignore** him, he **will make** some other problems.If I call him, he **will come** here at the exact time.He **will fail**, if we **don't help** him.

## Second Conditional Sentence

## IF + PAST SIMPLE, (COULD, WOULD, MIGHT + VERB)

*If I **were** you , I **would study** very hard.**If I **had** money, I **would buy** a laptop.**If she **was** crazy, she **wouldn't pass** the exam.*

## Third Conditional Sentence

IF + PAST PERFECT, (COULD, WOULD, MIGHT HAVE + P.P)

*If he had taught us calmly, we could have learned more easily.*

*If he had invited us, we might have gone for dinner.*

*If I had seen her yesterday, I would have spoken to her.*

## Conditional Sentence With As Long As

We'll go to the beach **as long as** it doesn't rain.

You may borrow my car **as long as** you are careful with it.

**As long as** he pays the rent, he can stay in his apartment.

You can come **as long as** you are quite.

I will remember you **as long as** I live.

# 5

LESSONS  
5&6

FEEDING NINE BILLION

*Proposing actions*

**Track 15 page: 36**

**A**

LISTEN AND SPEAK



**B**

PRONUNCIATION

Track 16

Normal short vowel sound		vowel + r
1 a	glad /æ/	garden /ɑː/
2 e	mend /e/	merchant /ɜː/
3 i	sit /ɪ/	shirt /ɜː/
4 o	sock /ɒ/	sort /ɔː/
5 u	fun /ʌ/	furniture /ɜː/

Car   bar   father   mother   earth   burn   bad   sad   hurt   bird  
 born   door   floor   hit   fit   bit   hen   said   love   bus   run

## 1- /tʃ/ sound

Touch, catch, chair, cheap, chance, chalk, cheat, church

## 2- 'ch' not pronounced as /tʃ/ but as /k/

Chemistry, mechanic, chemical, chaos, character, Christmas, Christian

## 3- /dʒ/ sound

Charge, merge, judge, budget, fridge, bridge, adjective

## 4- /ʃ/ sound

1- sh = sh

2- tion = sh

3- Sometimes sion = Sh

4- su = sh when there is a consonants before them

Examples: sheep, shadow, shop, short, shame, shape ---- Application, station, nation, international, supplication, information---- mission, discussion, submission, expansion, session, dimension, transmission ---- sure, ensure, sugar,, insurance, assure, tissue

.....

# Silent Sounds

## 1- /l/ is not pronounced in these words:

Would, should, could, chalk, talk, walk, calm, calf, half

## 2- /k/ is not pronounced in these words:

Knock, know, knit, knight, knack, knee, kneel, knife, knowledge

## 3- /b/ sound is not pronounced in such words:

Womb, tomb, comb, thumb, bomb, lamb, climb, dumb, debt,  
doubt, plumber

## 4- /h/ sound is not pronounced in these words

Hour, honest, , vehicle, heir, forehead, shepherd, ghost, whistle

**5- /t/ is not pronounced in these words:**

Catch, ditch, switch, often, pitch, whistle, castle, watch, match,  
hitch

**6- /w/ is not pronounced in these words:**

wrong, wrap, wrath, wrestle, wreck, wring, write, whose, who,  
snow

**7- /gh/ is not pronounced in these words:**

night, right, height, fight, sight, might, knight , brought , thought,  
fought, through, drought

**8- /gh/ is pronounced as /f/ in these words:** rough, tough, laugh,  
draught

### DID YOU KNOW?

Angara Maathai founded the Green Belt Movement in her native Kenya in 1977. She wanted to help women towards a better life, and also to stop the destruction of tree cover. Since 1977, over 40 million trees have been planted, and further environmental damage has been prevented in many areas. More than 30,000 women have also benefited. In addition to learning how to look after woodlands, they have also learned useful skills such as honey production. Wangari Maathai's work was recognised by the world when she received the Nobel Peace Prize in 2004.





## 1 GRAMMAR AND FUNCTIONS

### Lesson 1: ways of comparing quantities

*The lowest projection for 2050 is about **30%** less than the highest.*

*Approximately **a seventh** of the world's land is desert.*

*Lakes contain about **half** the total amount of active fresh water.*

*The amount of water in the atmosphere is nearly **five times** the amount in all living things.*

### Lesson 2: conjunction + present + future

***After** the plant cover **disappears**, farming **will become** impossible.*

*As food prices increase, families **will have** less to eat.*

## Lesson 3: forms of conditional statements: 1

### First conditional

*As long as we look after our land well, it **will be** productive.*

*Our land will be productive as long as we look after it well.*

### Second conditional

*As long as people used hydroponics in space, they **would have fresh** food.*

*People **would have** fresh food in space **as long as** they **used** hydroponics.*

The farmers ***could have / might have grown*** different crops. (But they didn't).

The farmers ***should have / ought to have thought*** more carefully. (But they didn't).

We can also use *could have / might have* forms in full third conditionals.

If the farmers had known more about soil science, ***they might have saved*** their  
farms.

## Lesson 4: forms of conditional statements: 2

*The farmers **could have stayed** in Oklahoma if they **had received** the right advice.*

*If they **had played** well, they **would have won** the game.*

*If only they **had thought** more carefully, they **would have solved** the problem.*

*If he **had listened** to us, he **could have passed** the test.*

**means:**

*I really, really wish they had thought more carefully!*

*That was when I started.*

full and reduced relative clauses • clauses introduced by *how, what* and *when, where, why*

### A READ, DO AND SPEAK

1 Match 1–4 and a–d to create definitions. Start like this.

A ... is	an oice machine a piece of equipment	which / that allows us to ... (which) / (that) we use to ...
----------	--	--

PAGE: 40



## GRAMMAR p46

Clauses introduced by *when*, *where* and *why*

*This is (a place) **where I can use** my computer skills.*

*That was ((the reason) **why I got interested**.*

*That was (the time) **when I started** to realize..*

The words *when*, *where* and *why* often come after and refer to a noun in the previous clause.

6

LESSONS  
3&4

INTO THE INFORMATION AGE

*People join so as to chat to friends.*

relative clauses with extra information • expressing purpose

A

READ

42

45

**Relative clauses with extra information**

*They were used by **Bell**, **who had earlier invented the telephone**.*

*These glass **fibres**, **which can transmit a signal**, are not a new invention.*

**C SPEAK**

1 Say the names of your favorite TV and radio programs. Then add extra information.

*My favorite (TV) program is (name), which is about ...*

2 Say the names of your favorite TV and film actors. Then add extra information.

*My favorite (film) actor is (name), who stars in ...*



## Expressing purpose

*Facebook is created **to spy on people.***

*Scientists improved the technology **in order to use** it over long distances.*

*People join these sites **so as to chat** to friends.*

*They developed it **so that they could share** information.*

*Fibre optics became important **for the purpose of looking** inside the human body.*

# 6

## LESSONS 5&6

### INTO THE INFORMATION AGE

*Describing, arguing for and against, concluding*

---

LISTEN AND UNDERSTAND

**Track 18**



Page: 44-45

# *Language Focus*

## **1 GRAMMAR AND FUNCTIONS**

### **Lesson 1: full and reduced relative clauses**

*A printer is an office machine **which / that** allows us to produce paper copies.*

*A website designer like Steve is an expert **(who) / (that)** we can ask to create internet sites.*

### **Lesson 2: clauses introduced by *when, where* and *why***

*Grade 11 was (the time) **when** I decided my future career.*

*Witney College was (the place) **where** I studied Office Skills.*

*My interest in IT was (the reason) **why** I applied for my new job.*

### **Lesson 3: relative clauses with extra information**

*Fiber optics interested **NASA scientists, who then used the technology on Apollo.***

***The Photo phone, which Bell invented in 1880,** was the first practical use of fiber optics.*

## Lesson 4: expressing purpose

*Bell used fiber optics **to build** his Photo phone.*

*Fiber optics was used **in order to look** inside the human body.*

*Berners-Lee created the World Wide Web **so as to share** information.*

*He gave it to the world **so that** everyone could use it freely.*

*School Net was developed **for the purpose of connecting** schools to the internet.*

# 7

## LESSONS 1&2

### WORKING TOGETHER FOR A BETTER WORLD

*We humans always try to do the impossible.*

adjectival participle clauses • verb + infinitive; verb + ~ing form • *used to; be / get used to + ~ing*

---

A

LISTEN AND DO



Track 20 Page: 48

GRAMMAR

p54

#### Participle clauses 1: describing actions

*That was Maria Delgado **introducing the discussion.***

*I recorded Leon **arguing for Priority 3.***

#### 3 Make more statements.

Chris recorded (name) arguing for ...

We heard (name) disagreeing with ...

We listened to (name) introducing ...

**GRAMMAR p54**

**Verb + infinitive; verb + *~ing* form**

Most verbs that can take a second verb form only go with one or the other.

*There **appear to be** many disagreements.*

*Not many would **risk giving up** their weapons.*

Some take both with little or no meaning change.

*She **started to do** just that.*

*We'd better **start producing** a lot more food.* A few take both with big meaning changes. *We always **try to do** the impossible.*

***Try telling** them that it's important!*

***used to* + infinitive; *be / get used to* + *~ing***

*Everything we do **used to be** impossible.*

*We'll have to **get used to seeing** millions!*

*Before leaving, I inquired how she felt.*

**READ****Page: 50**

Reporter Chris Carr recently turned from the Youth Conference to another focus of international cooperation – the Amundsen-Scott South Pole Station in Antarctica.

LIVING WITH THE INTERNATIONAL TEAM IN ANTARCTICA

**B GRAMMAR** p54

## Reported speech forms

*Ingmar **told me that** 250 **had to** sleep there.*

*Then she **offered to show** me round.*

*I **asked whether / if** there **was** a big difference.*

*I **inquired how** she **felt** about using English.*

### Conjunction + participle clause

*While taking me through this room, she asked me to try a salad.*

*After travelling for 70 hours, we can finally see the Station.*

*On leaving the plane, we immediately face a temperature of  $-65^{\circ}\text{C}$ .*

*Just before leaving Ingrid, I inquired how she felt.*

## Lessons 5&6

working together for a better world

*Turn taking in discussion*



## *Language Focus*

### 1 GRAMMAR AND FUNCTIONS

Lesson 1: participle clauses 1: describing actions

*That was my cousin **talking on the phone**.*

*We watched my uncle **appearing on TV**.*

Lesson 2: verb + infinitive; verb + ~ing form

**Some verbs are often followed by a second verb form. This may be an infinitive or an ~ing form.**

*Our old car appears to have a lot of problems. (verb + infinitive) We can't risk driving it very far. (verb + ~ing form)*

**More verbs that take an infinitive:**

*afford, agree, aim, arrange, ask, choose, decide,  
fail, hope, intend, learn, manage, need, offer,  
prepare, promise, refuse, seem, try, want*

**More verbs that take an ~ing form:**

*avoid, can't help, consider, dislike, enjoy, finish,  
keep, mind, miss, succeed in, suggest*

**Some can take both with little or no meaning change.**

*She started **to explain** her ideas.*

*We should **start listening** to her ideas.*

**More verbs like this:**

*begin, continue, dislike, hate, like, love, prefer* When we use *would* with *like, love,*

*hate, prefer,* we are usually talking about one event. In this situation, the second

verb is always an infinitive. *Would you like to come for dinner on Saturday?*

*Thanks, I'd (I would) love to!*

**A few can take both with big meaning changes.**

*We must **try to escape** from this huge forest.*

*Let's **try following** this stream. (= Do it and find out what happens.)*

**More verbs like this:**

*forget, go on, mean, stop, remember*

***used to + infinitive; be / get used to + ~ing form***

***I used to live** in a village when I was young.*

*Now I've got **used to living** in a city.*

**A few can take both with big meaning changes.**

*We must **try to escape** from this huge forest.*

*Let's **try following** this stream. (= Do it and find out what happens.)*

**More verbs like this:**

*forget, go on, mean, stop, remember*

***used to + infinitive; be / get used to + ~ing form***

***I used to live in a village when I was young.***

***Now I've got used to living in a city.***

### LESSON 3: REPORTED SPEECH FORMS

*After her TV show, Chinar **told me that she had** time to talk.*

*Then she **offered to answer** my questions.*

*I **asked if / whether** she enjoyed being a star.*

*I also **inquired when she would start** her US tour.*

Lesson 4: participle clauses 2: with conjunctions

***While staying** through the Antarctic winter, scientists do various sorts of research.*

***After living** through the six-month night, they love seeing the sun again.*

***On finishing** their research, they all have to write their reports.*

***Before leaving** to fly home, they always have a goodbye party.*

# UNIT 8 REVISION REVISION UNIT 8

*They are the people working with us.*

**A** READ

**PAGES: 56 - 59**